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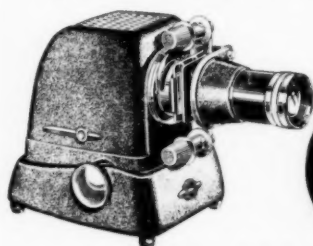
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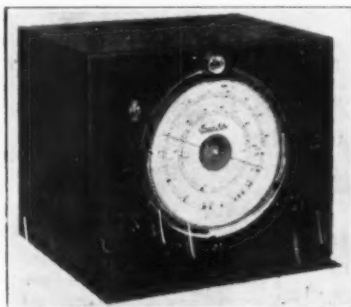
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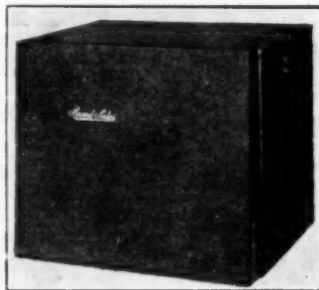
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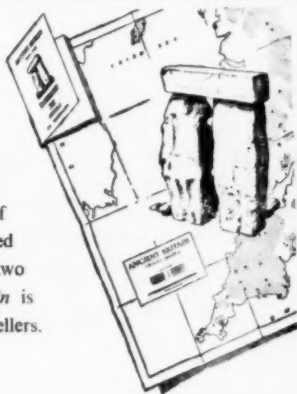
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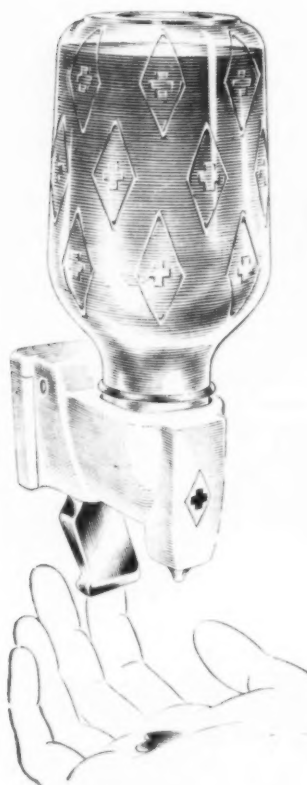
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,316. VOL. CXLIV.

NOVEMBER, 1951

## The Secondary Modern School

By MR. F. A. CROFTS

(At the Conference of Divisional Executives)

In 1944 we stood, many of us, like Moses on the mountain top and looked out over the Promised Land. Now we are down in the heat and bustle of the plain and our concept of the whole pattern has been marred to some extent by the confusion and bustle of the day-to-day tasks so close at hand. We still remember the vision, but it has perhaps become a little blurred, and, moreover, discordant voices are raised to distract and confuse us. I can best illustrate by quoting two. The first, becoming louder of late, reminds us, and perhaps quite properly, that the new secondary schools are the lineal descendants of the former elementary schools, with all that that implies. The second states that we must begin to look to the new secondary schools for recruits to the teaching profession—and we all know what that entails. It is indeed time to step back a little so that we can see more clearly what we are doing and where we are going.

I propose then to consider the new secondary schools against the complex and bewildering background of the world of to-day, to think of their pupils, of their aims, so far as they can be stated, of their allies, and of their curricula, and, since the proof of the pudding is always in the eating, I shall try at the end to indicate how this has worked out with representative pupils in my own school.

I begin with a consideration of our times and of the political, industrial, economic, and social changes which must be taken into account, not only by those thinking of the modern schools but indeed, at this moment, by all who are interested in education. We are training children for an age which we cannot wholly foresee, but one in which they will live, and which they will help to fashion, and, since the roots of this new age lie in our present time, this is indeed our business.

### Curriculum and Methods must Change

Politically, at this moment, the world is in turmoil, with widely divergent ideas and ideologies struggling for the possession of men's minds. The true in propaganda wrestles with the false, and there is ample evidence, in the meetings of the United Nations and in Korea, that men do not speak the same language, not even in translation. This is significant to schools in many ways. It affects our concept of curriculum even when we know that it is concerned with more than the three R's. It even affects our notions of what constitutes the three R's to-day. We see that it is not sufficient, for example, to teach reading as a mechanical skill. Our pupils must take in, as well as they are able, the meaning and the implications of what they have read, and to this of the old three R's we must add, in these times, the skill of listening, refined with discrimination. Methods, too, must change. The "jug and vessel" technique is inappropriate to such learning, and we must find newer and better ways. Moreover, we must teach our

pupils so that, not only do they possess knowledge, but they know how to use it, or how to judge those in whom this use is vested. The list is endless. For us, then, in this context, whilst what children learn is important, even more important is how they learn and how they use what has been learned. But that is not all. Here in England we are seeing the emergence of the Welfare State with its immediate challenge to our educational system. How, we may ask ourselves, for example, can we educate the next generation so that each man will understand that he must make his own contribution in full if he is to benefit in like measure? How can we teach to combat the notion that everything in our society is to be guaranteed except the will to work? This, too, I suggest is the business of us all.

### The Demand for Vocational Courses

But it is not in the political field alone that events have moved too quickly for us. Industry is changing at no less a pace, and these changes are very much the concern of the modern schools. We are entering an age of prefabrication, of standardization, mechanization and of mass production. The fitter of our childhood is to-day a mere assembler, and the deep training of the craftsman is no longer appropriate for many of their working days. There are more kinds of work available, it is true, but within each there is the sub-division of tasks into repetitive processes, so that there is less scope for the individual, and less satisfaction in a job well done. The temptation, even for some, the need to change employment is greater than we have ever known, and here is a point significant indeed when we begin to think about curricula. There are many who would wish to have us provide vocational courses throughout the secondary stage, and there is no doubt that, for many, at the end of their course, a vocational flavour, and no more can be a valuable stimulus. But in any sphere, in any society, there is surely little wisdom in providing a narrow vocational course, putting all the eggs, as it were, into one basket. Even if we were sure of all the eggs and certain about the baskets such method would be suspect. For our children at their age and for their times, it would indeed be folly. There are more baskets, it is true, but they are all such little ones, so that even if they were the right ones they would still be unsatisfying. We have to think, then, of more than the basic skills of reading, writing and calculating, of more than one occupational skill. Our pupils need the three R's enlarged to suit their times, plus the beginnings of as wide a variety of skills as they can be brought to practise. What I am suggesting, therefore, is that, to meet the needs of our industrialized society and of our pupils, we should provide, in the new secondary schools, as broadly based a curriculum as possible for as long as possible. This is a principle.

There have been profound economic changes in the world

and in this country during the past few years, but it is easy to exaggerate their effect. Not all have been for the better, it is true, but there have been some which have been beneficial to the children with whom we are to-day concerned, and, over all, considerable advances have been made. It is true, of course, that certain shortages in material have reduced the opportunity we had hoped to offer. There are still many areas, and this is twenty-five years after Hadow, which are still not completely re-organized, and in other districts schools are short of books, short of equipment, short of rooms, short of teachers—short in fact of everything but pupils. On the other hand, and we must not lose sight of this, our pupils in particular are better fed, better clothed, stronger and more healthy than before, so that they are better able to make use of the opportunities we have been able to provide. Let us keep our difficulties in focus.

Finally, if our background picture is to be complete, we must consider the social changes taking place so rapidly in our time. Allied to industrial progress there has been, progressively, a reduction in the working day and the working week. The Nation has found itself with much more leisure, and new forces have emerged, upsetting the balance we knew between church, school, home and street. We in the modern schools have the care, during some of their formative years, of some 75 per cent. of the school population. If we are interested in the sort of people our pupils are to become we cannot afford to ignore the cinema and the radio, the fun-fair, the dog-track and the pools. It is our task, surely, to see that our pupils acquire such mental resources as will compensate for monotony in work, to see that they do not form a Society composed entirely of escapist, and to develop, in school, the values

no longer being established elsewhere. The pointers to curriculum, to method and to standards are there for all to see.


#### Pupils' Attitude to the Modern School

If we are to be successful in the new secondary schools we must know something of the children who attend them, and, in this context, I would suggest that three major problems make demands, both from the outset and throughout the course. They are the pupils' attitudes which, by the way, are usually not initially their own, their abilities, both personal and in relation to others, and the retardation which is an ever-present threat to standards.

I made use recently of a true story which is worth repeating for its indication of the respective attitudes of bright and dull pupils. Two incoming pupils were being interviewed successively in the Headmaster's room. The mother of the bright girl confessed, "I'm sorry she is coming here. She is disappointed, of course, and after the examination she cried herself to sleep for a week." The father of the dull boy remarked, on the other hand, "I'm glad he's coming here," adding confidentially, "He'll be all right here. Tha sees, he can't do nowt."

The significance of this, of course, is that for neither pupil was the modern school regarded from the outset as a place of opportunity. Here is a major problem, and one, not of comparative prestige, although that enters into it, but one of securing in the pupil an attitude of mind and an approach to the work which will make possible a successful course. Without this change in attitude all else will fail, and the modern school will be seen as a place to be avoided at the beginning, and as a good school to leave. I do not think that I have overstated the case, and it is not hard to see how this has come about. Parents have heard for a long time, and I am afraid that many still hear, of children "winning scholarships," of "passing for the Grammar School." Those who did not pass were the failures—75 per cent. of the children of eleven. Formerly they stayed in the elementary school. Now they go to the modern school. Employers, the general public and, worse still, many children have the notion that the pupil of the modern school is quite inferior; that he has earned no opportunity, and that none will come his way. Let us not delude ourselves into believing that he is the equal, on the assessment made, of the pupil of the grammar school, or that an opportunity in that school will be appropriate for him now or later. Yet all that has been proved about him is that at eleven plus he is lower in attainment in mathematics and English, and that his Intelligence score, as measured by a test with verbal weighting, is, in some instances, but not in all, below that of some other pupils. He does not know, and will not know unless we tell him, that this is only part of the story, part of a story which has hardly yet begun to develop—a part of a part, as it were. One of the most urgent tasks of modern schools and all associated with them, then, is to break down the absurd notion that a child has failed for all time at eleven. It will not be done by setting up flamboyant courses of dubious educational value. It will not be done by sacrificing the many for the showy successes of the few. It will not even be done by lowering standards so that achievement of a kind comes without real effort. It is more likely to be brought about by showing to the disappointed pupil, both from the outset and throughout the course, that there are worthwhile opportunities still within grasp if effort is made, and that they are more suitable for him in this than in any other school, and by demonstrating to the pupil who has given up hope that success can still be achieved, as, indeed, it can in all good schools, up to, and not merely within, the limits of his own capacity.

We ought, then, to consider at this stage what is the mental capacity of the modern school pupils so that we can see what opportunity is, perhaps appropriate, how we may present it, and what standards we should set. What



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we need to know is what degree of ability they have, whether they possess it in equal measure in all spheres of work, and whether they have indeed special aptitudes. I have already suggested that, even on a test with verbal weighting, not all pupils in the new secondary schools show as inferior in innate ability to those who go on to academic courses. A survey of intelligence scores will show that there is, quite often, a pronounced overlap between the grammar school and its modern neighbour. In my own school, for example, intelligence scores range from 125, or thereabouts, to 70, with the normal bulking between 90 and 105, and I can usually expect some fifteen in each three-form year to lie at or over 110. This is an important pointer both to the scope of the work and to the standards to be reached. The children at the lower end of the distribution, border upon the ineducable and have simple needs and must have limited objectives; those at the upper end are capable, particularly in subjects for which they have aptitude, of work to General Certificate level of difficulty. One problem then, for the modern school is to provide adequately for these wide extremes and for the large group in between. It poses formidable problems of organization, and, moreover, suggests some reconsideration of building needs, since the possibility of fifth and sixth form work indicates the need for more small rooms suitable for the smaller groups involved.

This variation in innate ability between children is, however, only part of the story. They vary, too, from subject to subject, so that the mental profile of a pupil, if I may so term it, is not a flat one matching an intelligence score, but is one of peaks and troughs. To take examples, one boy I knew was poor in everything but mathematics in which he was the best boy I have met in school. Another, weak in English and in calculation, was brilliant in Art and had manual skill beyond that of his fellows. Nor are these profiles constant in all children if in any. One must remember that the changes during adolescence are not only physical, so that where there has been a trough one year one may find a peak the next as interest varies or as understanding grows. One girl who comes to my mind made four years' progress in arithmetic in one school year; another, three. Only when a peak persists can one assume that here, perhaps, is aptitude, and that here one can think, it may be, of vocation.

Educationally then, in this respect, it is for the modern school to organize to meet the wide differences in ability characteristic of its pupils, and, at the same time, to fit the demands made by the work of each pupil, not to a flat mental profile, but to one which is irregular in shape and inconstant in form. Only in so far as school and classroom organization testing and recording, and teaching techniques can be used towards this end can the school be successful in educating its pupils according to their ability and aptitude.

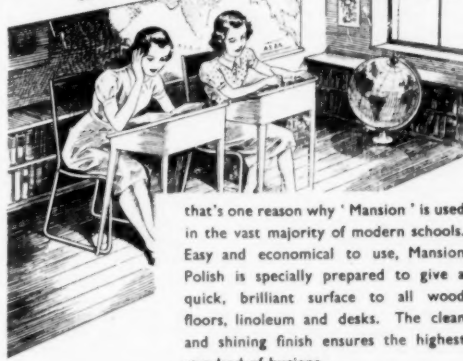
I have spoken earlier of pupils, one of good ability, the other one whose attitude was cause for thought. One thing they had in common—that of each the best had not yet been seen in schools. And this is true of many pupils and of many skills. It is not my purpose to speak of the causes of this retardation, but that it exists, in bright pupils and in dull, is not difficult to prove. There are not yet sufficient tests to enable us to determine, with accuracy, the position in this respect in many aspects of our work, but where there is material, and this is true of the basic subjects, we can demonstrate that many of our pupils are capable of more than their initial performance would lead us to expect. I have found percentile rankings useful for this purpose, and comparisons have been revealing. Among bright pupils, for example, I have found some, and find them every year, whose percentile rank in Intelligence is, say 95, indicating real ability indeed, but whose ranking, say, in English, is around the fifty mark. Among the duller pupils I have found those ranked in Intelligence at, say, 23, and with ranking in arithmetic of twelve. Of the former I

remember a boy who, after a year's remedial work followed by a second year during which careful attention was given to seeing that what was taught had indeed been learned, was transferred to a boarding school under the Fleming scheme and headed his form there almost from the outset. A duller boy whom I recall was sadly retarded both in number and in manual skills. I found him in the workshop where he was failing to mark off two and a quarter inches for a model he was making because he did not know the ruler fractions and because he could not hold his ruler to his wood. Mathematician, woodwork master and, strangely as you may think at first, art master, each made a contribution to the removal of this failing. I must quote one further instance since it indicates the long-term damage if the faults are undetected. I remember a boy being in trouble in the "A" form at the end of his third year because he had not a single problem right in his arithmetic examination. A survey of his paper showed just this. He knew every process taught him in the school. He did not know subtraction, which has normally been taught by the age of seven. The cause was six months' absence at the age of six; the cure, half an hour with his teacher, filling this particular gap. The corollary to all this is obvious. If the modern school is alive to this problem, and if its staff are skilled in diagnostic-remedial techniques, then it may expect much more of its pupils than their initial performance would lead it to believe.

#### The Aim of the Modern School

So far we have considered the pupil and the age in which he is living. It is now time to ask ourselves what the modern school should attempt to help him to do. There is one thing to be remembered, however, before we go further. The modern school is not separate or peculiar, with aims distinct from those of other secondary schools. It is not even one of three separate streams into which the nursery,

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infant, primary, flow has suddenly divided. It is, at most, one of three currents, often intermingling in a single stream, so that much that is true of it is true of others also. This said, we may review our aims, and I would suggest that they will be concerned with the pupil as an individual who is growing and must be helped to grow, the society which he found here, and with which he must put himself in tune, and the newer society in which he will pass the greater part of his life and which he will help to mould.

The first aim of the school, it seems to me, is to give to each pupil the opportunity to reach his full stature, i.e., the greatest development of which he is capable. This full stature may be thought of as concerning four broad fields of personal development, the moral, physical, emotional and intellectual, and that is, for me at any rate, almost an order of importance. It will be obvious that these four fields are closely related, so that what occurs in one will often affect others, and equally apparent that full stature is related to the pupil's age, so that full stature at fourteen is not a standard reached for life but is a stage on a road which will, we hope, be pursued when our work with the child is done.

The school, then, does not do all, but there are pointers to tasks which it does well to undertake. On the moral side, for example, if the school is to do its duty it must make provision in its curriculum for the development of an acceptable code of behaviour. What, after all, is juvenile delinquency of which we hear so much, but a failure by the young person to reach the standard expected of him by society at that age? The attainment of such standards is rather more than a matter of what is taught directly, although religious instruction and historical and biographical material have an important function to perform in suggesting and exemplifying satisfactory patterns of conduct. It will arise in the main from the school's own way of living—that thing often known as tone, and will permeate every classroom and every subject in the curriculum. It will gain much from example.

It is easy to consider full physical stature in purely physical terms but it means more than this when we are thinking of what a school can offer to a child. It does mean the inclusion in a course of activities which are both developmental and corrective, with all that that means in terms of curriculum, of buildings and of apparatus. In a wider sense, however, it means that the school must offer more to the pupil than the mere opportunity to exercise his body, important as this is to the adolescent. He must be helped in various ways to control limbs which have unaccountably, to him, become awkward and unmanageable. He must also learn a good deal about his body—about how it grows, how it should be cared for, and how it should develop as he matures. He should, in short, be helped to become educated physically.

#### **Importance of Emotional Development**

The importance of emotional development during early adolescence is so well understood as to make no elaboration necessary here. All I will say then is that here is work in which we all can share. So far as the administrator is concerned he can do much for the modern school by the way he handles the transfer examination, by his approach to late transfer, and by the way he develops a right public opinion towards these schools and to their courses. What I say here is related to what I have already said of attitude. For the school's part it must provide a stable emotional background; it must offer an opportunity which the pupil can see to be within his reach, and must help him to avail himself of it. Above all, it must let the pupil see that it respects him, whether he is dull or bright, for out of this respect comes self-respect, without which there can be little emotional harmony.

It now remains, in this context, to speak of full stature in the intellectual field. I have already said much of the

differences between individual pupils so that it will readily be appreciated that the success of the modern school in this particular sphere will largely be measured by the degree to which it can organize and teach to meet these individual differences. For the duller the standards of attainment are likely to be low, and perhaps the best that can be hoped is that, at fifteen, they will, in all subjects, have attained the essential minimum, that they will still wish to learn, and that the work done will have been so soundly based that, as capacity slowly grows and as the need is seen, so they will learn yet more. For the brightest the picture is encouraging, and the rest lie in between. All will show strengths and weaknesses, but the more able can and should attain a standard up to General Certificate requirements, whether they take that examination or not, and not all their work need of necessity be at the ordinary level. Much will depend on what administrators have done at 11 and at 13+. Much will depend on the vision and on the ability of the teachers. The opportunity is there, and many modern schools have seen it. One cautionary note is needed here. The use of external examinations postulates a syllabus suitable to the pupils, pupils of adequate ability, suitably qualified staff, adequate premises, and no sacrifice of many for the few. Unless a modern school can meet these requirements it should look to other than examining bodies for the rule with which to measure intellectual full stature.

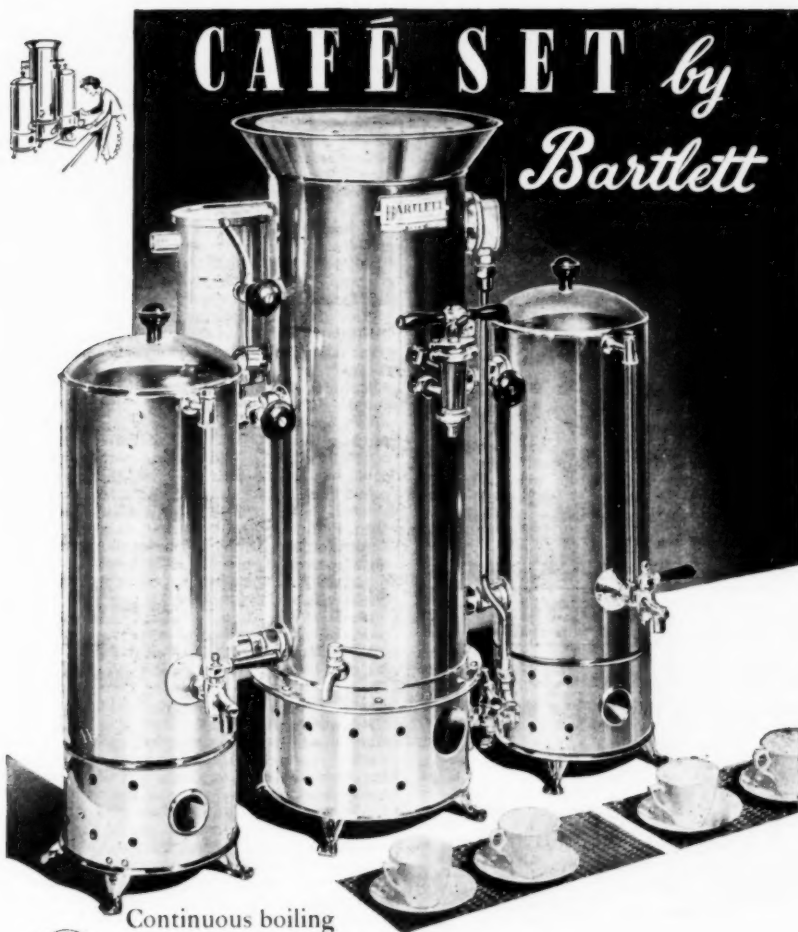
I have said a little earlier that, in defining the aims of the school we should consider not only the pupil but also the society in which he finds himself and that which he will help to mould. Our society had been developing for many centuries before our pupils came into it and it is an urgent task for the school to help its children to conform, quite quickly to the standards and the customs which it has slowly been establishing as desirable up to this present day. This, then, is our second aim, and it is quite obvious. But there is an allied side to which a good school gives some thought. It tries as best it can to compensate its pupils where it can for the shortcomings of contemporary society. It does more than to establish certain skills; more than to teach the difference between right and wrong. It does more than train for leisure. It offers training and practice in a way of living which a pupil often does not enjoy at home. The well laid out school, with its space, light and greenness is as much part of education as the lesson in the classroom.

#### **The Challenge to be Met**

Of the third aim I will say but this, that it must be to make a contribution to the standards of society. Society has already given much to the modern school, and to whom much has been given, from him can much rightfully be expected. I have already made reference to changes amounting almost to revolution particularly in the social and the economic fields. Here the changes have outrun the people, especially those who would go through the modern school. Here is the contribution to be made, and here the challenge to be met.

We know now something of the pupils of the modern school in their times and something of the aims which should be kept in mind. It is now time to remind ourselves that the modern school does not stand alone, and that there are strong forces to aid it in its work. Most of us will remember the 1944 Act and the strong tide of public opinion on which it was launched. That tide still flows and the modern school still has much support. But there has been a change, and the support of to-day is better informed and more critical than it was before. It is for us all to see that this faith is maintained. It is for the school itself to see that it is justified.

This is external. But inside the school are allies which the staff must recognize and use. I am thinking of what goes on in the minds of children—of their interests, of their



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vocational aims, and of their intentions as to further education. The interests and, incidentally, the abilities of our pupils are traditionally thought of as being largely practical, and in this context I am pleased to note the enquiry of the N.U.J.M.B. into ways of catering for these pupils through its examination requirements. But the modern school must not only think in terms of interests already established and here it may have much to learn from other secondary schools in using curriculum, pupil choice and school societies to give opportunity for establishing new and wider interests.

Of Further Education I will say just this. The desire for Further Education depends to a large extent upon success and satisfaction in the present course. The existence of opportunities for continued education on the other hand, can be a valuable stimulus during the secondary stage, particularly where the pupil can see that there is indeed connection. It will affect our selection, or, in the upper school, the pupil's selection, of subjects. It will also affect our standards. It is a valuable ally, offering stimulus for the present and promise for the future.

But the future for the majority of our pupils is concerned more nearly with vocation, and it is here that either opportunity or difficulty will lie. There is a natural difficulty, which the school must counter, when the pupil sees vocation as the end of education. There is difficulty, too, as I have already suggested, if the work is made so narrow that it ceases to be really educational at all. And yet some account must be taken, not only by the school but by the pupil, if the work, particularly during the last year is to have real point and purpose. To ignore a vocational aim is to take reality and much incentive from the work; to over-emphasize it is to defeat the aims of education. This is particularly true of girls whose real careers will not be, as they too often think, in shop, office or in factory, but in the

home as wife and mother. There is an opportunity, then, which can either be used or misdirected, and it is for the school to strike a balance.

### The Appropriate Curriculum

We can now go on to think more closely of the curriculum appropriate for the pupil of the secondary modern school. It will be remembered that in framing it we have to satisfy the pupil as an individual, to help him to discover his special abilities, to remove any barrier in basic subjects or elsewhere which will obstruct the development of these gifts, and to offer the opportunity for that full development. At the same time we must provide the basis for any further education he may undertake, fit him to use his leisure intelligently, and fit him, not only to take his place in contemporary society, but to make some contribution to its further progress. That is the task.

I would suggest that the curriculum for the secondary modern school might well be considered in three stages. The first year would be introductory, with strong remedial purpose, the next two years exploratory and developmental, the fourth and subsequent years increasingly selective.

The first year is important since it is concerned with attitude, and since it deals with pupils who have suffered what many would regard as non-success in an examination. As we have seen not all this non-success is warranted, and something must be done about it. Accordingly there could well be a fair weighting of Mathematics and Language. Much of the time, particularly with the more retarded, might well be used for remedial work, so that foundations could be strengthened and success follow quickly. Some could be used for other aspects of this work. There is more profit in attacking a new angle than in an old field with a stage of difficulty for which the pupil is not mentally ready. Oral French, for the fun of doing it, simple symbolic expression, some statistics, some simple notions of shapes—all these could be thought of here. Alongside this there ought to be the beginnings of as many new skills as the school can ordinarily offer. If the pupil does not try them early he may never know what he can do.

In this first year, then, as in the next two, the course would offer common experiences at suitable levels. It would include the Arts (Art, Music, Physical Education and Drama), the Crafts (Artistic Design, Gardening, Home Crafts, Woodwork and similar skills or Domestic Science), the Sciences (Machine Drawing, Mathematics, General Science, Physical Geography), the Humanities (Social Studies, Language and Literature), together with Religious Instruction. The purpose would be three-fold in the first three years. It would be the aim to give an opportunity for consolidating and, where necessary, for thorough remedial work to be carried out in the basic subjects; to enable the pupil to extend the scope and depth of the work already commenced in the preceding stages of his education; to let him sample, increasingly in amount during the second and third years, a number of new school activities. Differences in the allocation of subject time would be slight between the groups during these first three years. Variations in the level of the work as between individuals might well be catered for within the groups at this stage, except in the basic subjects, in which it might be found profitable to work sets, within which would still be groups, transferring across according to individual needs. Thus a pupil whose general attainment warranted a position in the middle form of a three-form year could move over, if he had a skill in language to the "A" set for that subject, and to the "C" set for mathematics if he had a weakness there. It is obvious that such an arrangement might well fit his mental profile.

During the fourth and subsequent years the aim would be two-fold—to extend the scope of the work within the subject or subject areas studied, and, particularly after the fourth year, i.e. at 15+, to give the pupil more time for strong subjects likely to have vocational or recreative

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significance. It is during these years that problems relating to vocational skills and external assessment really begin to arise. Here, then, is what I think is a principle. Whatever the course, and whatever the examination, if one is to be taken, there should be retained, as a measure of prudence, a core of all subjects. We have not to lose sight of the fact that our main purpose is to give the beginnings of a good general education, and that the achievement of this is likely to take a little longer with the bulk, if not all of our pupils, than, perhaps in our sister schools. This understood, however, there seems little justification for the complete exclusion of vocational skills, where these are new to the pupil, or for not adding time to those older subjects for which a vocational urge is felt. Thus, for example, a girl interested in a commercial career might, perhaps quite properly, be allowed to sample new commercial skills during her fourth year, extending them, if successful during her fifth, provided that in other subjects nothing essential was lost. Many schools have found that these essentials can be maintained, with a relationship the pupil can understand, and even with an added richness, within the framework of such a course. Similarly, a boy seeking a skilled manual job but wishing to leave at fifteen, and, perhaps with the opportunities under a Works Apprenticeship Scheme in mind could, during his last terms of full-time education, add something extra to those subjects developing craft skills without losing what was good for him in others. In effect, then, curriculum in the fourth and fifth years in the modern school might be thought of as needing to be largely individual, and might, whilst yet conforming to the principles laid down, be made, in ways like this, to fit both the pupil's wishes and his needs.

Now how does all this work out with pupils varying so widely in social background, in ability, in rate of development, in personality and individual aptitude? I can best answer by illustration.

First I remember Ernest, a dull boy of poor stock, the victim of bad housing. He left me at Midsummer, and was the boy who, four years earlier, had been satisfied to come because he could do nothing and thought nothing would be demanded. In attainment he achieved the minimum but he gained much from the school, particularly on the social side. Coming from a poor home, backing up upon another, and with no garden, he found pleasure in the school grounds, and the first signs of initiative in Ernest were when he came to me at the beginning of his fourth year asking to have gardening included as an optional subject and offering, since he was told that the Master concerned was not available, to carry out his work without supervision. I shall never forget his coming back from interview for employment to say, "I've passed, Sir!" Passing him in the street a week ago I felt that here was a boy upon whom neither the school's effort nor public money had indeed been wasted.

For Ruth, on the other hand, the school was the right place in another way. She had been sent, mistakenly, to a good private school, but with an academic course, after the Transfer Examination at eleven, and was, indeed, an intelligent girl, but sadly retarded. The doctor insisted on her removal since she was on the verge, he said, of a complete breakdown. For her a year, much to mother's disgust at first, in the Remedial form, followed by use of the school's setting for basic subjects for a further year, brought rapid success and removed the causes of emotional disturbance. In the fourth year she was top of the "A" form, and she stayed on until sixteen and a half to complete a course with a commercial flavour. In the school, too, she found an interest in choral music and in dramatics, and is now happy in an office and taking a very active part in dramatic and musical performances in her leisure. Of the nervous, twitching girl of eleven there is now no trace.

Finally, Keith. He was disappointed and would not work. He could draw, but played truant from classes to which he

was sent on Saturday mornings. It took three years to make him see that effort from him was required, but the school finally took hold of him through the sketching club, and through the opportunities he found to gain some successes in drawing competitions. Of him, and he left me last Midsummer, I can now say that he has worked successfully to General Certificate standard in Art, to something near that standard in English and Machine Drawing, and to the school's "A" standard in all else. He will, I know, do well in Further Education.

I have tried to show, by these examples and in general, that the problem in schools, and particularly in the modern school, is not one of classes in a vacuum, but of people in their times. There are many of us to-day who feel that our society contains too many people who are only half-alive—who are not aware of what they can do because they have never been required, and never been given opportunity, to try. It is the purpose of the 1944 Act that, not only shall they try, but that they shall do so under conditions under which they are likely to succeed. What we are trying in our schools then is to create conditions under which pupils will become aware of their own gifts and have the opportunity of developing them, not only for their own satisfaction, but alongside others who are doing similarly. If our society is to be virile it must contain no half-men. If it is to be democratic each man must be free and must accord a similar freedom to others. What we are trying to do then in the new secondary schools is to give opportunities for that full development and practice in a way of living which will, we hope, enable our pupils to meet with confidence and with success the strident challenge of their times.

Sir Samuel Gurney-Dixon has been re-appointed Chairman of the Central Advisory Council for Education (England) for a further term of three years.

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## Educational Building Programme, 1953-54

The Ministry of Education has recently issued an invitation to local education authorities to submit their proposals for inclusion in the Educational Building Programme, 1953-54. The Ministry noted, with pleasure, that most local education authorities had proposed a high proportion of secondary school projects in their building programmes for 1952-53; about 60 per cent. of the places to be provided by the programme recently announced being in secondary schools. For 1953-54 and later years, the Ministry expressed the hope that the proportion of secondary places will be even higher. Because secondary schools take longer to build than primary schools, the Ministry have decided to begin the compilation of the main and reserve programmes for 1953-54 immediately, thus allowing as much time as possible for the preparation of plans and quantities and for the ordering of scarce materials.

The Ministry announce that the size of the 1953-54 Educational Building Programme will depend on the investment approved for education in 1954. This amount has not yet been decided. Local education authorities have been asked to submit their proposals on the assumption that the total value of the 1953-54 main and reserve programmes will be about the same as 1952-53 and that the current limit of cost for schools will continue to apply in 1953-54. The Ministry have announced also that the proposals of local education authorities will be examined for 1953-54 on the same assumptions, but the programme will not be formally announced until the national investment programme for 1954 has been decided. By this means the Ministry hope that it will be enabled to announce the 1953-54 main and reserve programmes during the Spring of 1952.

The following general procedure for the submission of proposals has been laid down by the Ministry:

### Primary and Secondary Schools

The proposals (including voluntary schools) estimated to cost over £5,000 are to be restricted to projects needed to provide accommodation for additional children coming into the schools as a result of the rise in the birth-rate; to make school provision for new housing developments; to maintain facilities at the existing standard; or to accommodate additional older pupils staying on at school.

Within these priorities the local education authorities have been asked to consider in particular their requirements for new secondary school places during the period up to the end of 1957. It has been calculated that for the country as a whole, the infant school population will start to fall in 1954; the junior school population will continue to increase until early in 1957. From 1953 onwards, the secondary school population will be increasing towards its peak, which will not be reached until 1961. Within the resources likely to be available, it will not be possible to meet the full requirements for secondary places if the 1953-54 and later programmes contain any appreciable number of places specifically for the increasing junior school population. The Ministry will require that, to the fullest practicable extent, additional junior children must be accommodated in places freed by the decline in the number of infants, by re-organization incidental to the building of secondary schools for additional children of secondary school age, and by building secondary schools in anticipation of an increase in the secondary school roll, such schools to be used temporarily for primary school children. Save where measures of this kind are shown to be impracticable, the Ministry will be able to consider primary school proposals for inclusion in the second part of the 1953-54 Programme or in the reserve list, only if they are needed mainly to make

school provision for new housing developments or to meet an increase in the total primary school roll.

The Ministry suggest that, in some cases, the most economical way of providing additional secondary places may be to build the rooms omitted from certain post-war schools in accordance with an early official circular and to fill the schools by an enlargement of the catchment area.

There is some evidence that the long-term requirement for school places on some large new housing estates now under construction may be less than the immediate short-term requirements. In such cases, the Ministry have asked local education authorities to consider relating their programme of permanent new schools to probable long-term requirements and to provide the additional places needed immediately by building temporary accommodation as additions to the permanent schools.

### Special Schools for Handicapped Children and School Health Clinics

The Ministry state that efficient proposals are already before them to fill most of the programme for 1953-54. Local education authorities have been asked, however, to submit details of any projects which they wish to be considered for inclusion in the programme or in the reserve list. The Ministry also state that, although emphasis has been laid since the war on the establishment of boarding special schools by the adaptation of existing premises, it is hoped that a few new special day schools, mainly for educationally sub-normal children, will be included both in the programme for 1953-54, and in the reserve list.

### School Meals Service

The Ministry announce with regret that the financial and other resources available are not likely to be large enough to permit the resumption during the year 1953-54 of a programme of new building for the school meals service at existing schools.

## Duke of Edinburgh becomes President

It was announced recently that H.R.H. The Duke of Edinburgh, K.G., F.R.S., has graciously accepted the office of President of the City and Guilds of London Institute for the Advancement of Technical Education to which he was elected at a Special General Meeting on September 21.

The connection between the Royal Family and the City and Guilds of London Institute goes back to 1881 when His Royal Highness Prince Leopold, Duke of Albany, laid the foundation stone of the Finsbury Technical College, which was the prototype of the many technical institutes now to be found within the United Kingdom.

In that same year, H.R.H. The Prince of Wales became the first President of the Institute, and as such, presided at the Annual Meeting in March, 1882. In July, 1881, His Royal Highness laid the foundation stone of the Central Institution in Exhibition Road, now known as the City and Guilds College, which he opened in 1884.

In 1900, the Institute received the grant of a Royal Charter from Queen Victoria, and it was ordained that "We Our Heirs and Successors Kings and Queens of the Kingdom aforesaid shall be and remain the Visitor and Visitors of the Institute." In consequence King Edward VII on his accession to the Throne in 1901, became Visitor and Patron and the office of President has since remained vacant.

The members of the Institute appreciate the honour bestowed and welcome the acceptance of office by a member of the Royal Family who, in his recent Presidential Address to the British Association, expressed his great interest in technological education and stressed its vital importance to the future strength and prosperity of the British Commonwealth.

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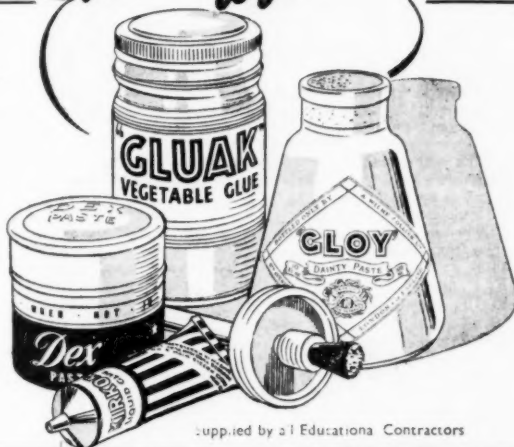
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# Vacation

By J. E. WART SMART.

Seventeen years ago I was one of a band of Administrators selected to visit Canada to exchange ideas and to witness educational provision in all kinds of circumstances. As a sponsored body, we met everyone of note and consequence and saw most things worth seeing—we were dined and 'unwined,' fêted and sated. Consequently, although we travelled far, and saw many things, met many people, our impressions were somewhat fleeting and we had little time to estimate the effects and consequences of the many educational systems we encountered, upon the students concerned.

## Canada Revisited

This year I visited Saskatchewan by air. At least, I was spared the long, monotonous train journey and was enabled to revise my geography in 14 days. Owing to storms, Iceland was visited en route in a B.O.A.C. Stratocruiser, flying 20,000 feet high and air-conditioned for 40,000 feet. And then from Montreal, we flew across some of the Great Lakes, those we learned fifty years ago, Superior, Michigan, Huron, Erie and Ontario, when Canadian geography was popular in the schools and the Canadian Government awarded bronze medals for essay competitions, and talked of free quarter sections, in their efforts to encourage emigration. Persuaded by the illustrated periodicals so lavishly distributed, and the possibilities of a less restricted freedom, many a bold spirit made the venture into the unknown. His wooden trunk contained all his worldly possessions; he had, of course, also his hands and his brains! Largely by trial and error he adapted himself to his new conditions and, in shaping a new country, he established a new race.

## Educational and Social Environment

By mixing among the people it was comparatively easy to form a picture of the educational and social environment. Many of the people who left the small village in Lancashire in which I formerly lived, had improved their social conditions, they owned their own houses, they had cars, they needed them to cover the distances, they earned good wages, in short, they were comfortably well off.

The old-timers had fought their economic battle, and now the Trade Unions were forces to be respected. Every man had his price, the price of his labour, and there was little or no unemployment. A carpenter could command 1 dollar 55 cents, per hour and 10 cents, extra if he supervised three men. This, at 3 dollars to the pound, safely placed him in a high wage category. On the other hand, a woman teacher, one year trained, was paid a minimum salary of £500 per annum, and those whom I met averred that, at the end of the year, they had saved nothing.

The carpenter, working forty hours per week for fifty weeks, could earn about £1,317 without overtime, and could have learned his trade in his stride. The teacher would be of the Grade XII category, equal to our Matriculation Standard, plus one year's training at a Normal College. She might be domiciled in the back of beyond, visited by one train per week, teaching a dozen students from the age of 6 to 16 and lodging in primitive conditions. Her contract of service would be an annual one, and she would be superannuated by the State. Her work would be examined by an Inspector and those of her charges who did not make the grade would continue at the same work until they had passed the examination.

## Books

Referring to the grades, I chanced to be in a large store in a town of some 26,000 inhabitants, on the morning of the opening of the schools after the long vacation. It was 11.0 a.m. and the book department was crowded with scholars holding in their hands long lists of books. The counters were marked by the appropriate grade number

and opposite the number ranged a queue of youngsters milling around in order to have access to the literary efforts they were expected to purchase.

It was an experience to glance through some of the books, many of which were produced by Professors of American universities. There was Kipling's *Captain's Courageous*, a sprinkling of poetry, including "The Wreck of the Hesperus," reminiscent of the old Readers of 1897, a history book with somewhat poor illustrations, including a drawing of a Sovereign's Escort leaving Buckingham Palace, styled "Pomp and Circumstance."

At one of the stores visited, the departmental head informed me that the prevailing tendency was to sacrifice culture for utilitarian purposes. And as the youngsters left the stores with armfuls of books of all shapes, sizes and prices, paid for and owned by themselves, one speculated as to the future happenings of the miniature library. There was evidently little change each year because, for example, *Captain's Courageous* was introduced in 1935 and, in the case of a family closely spaced, the books could be passed down like the clothes inherited by the younger end of the family.

The books which had finally served the family could be sold, if they were in a condition to possess any value at all, and after three pairs of hands, this was very unlikely, so the dog ears met their ultimate fate in the stove or on the scrap heap. In the many houses which I visited, there were few who appeared to have retained the books used to pass the grades. There were few books of any kind except Encyclopaedias used as books of reference and bought with the intention of securing as much value for one's money as possible.

## University Education

Some of the "Socialites" in the small towns toyed with the idea of sending their offspring to the Universities of Edmonton or Saskatoon. There was very little help to be had, in fact, the feeling was common that such an education would cost at least 1,000 dollars a year for a period of at least three years. Of course, there were methods of working one's way through college by performing all kinds of menial tasks and there was the harvest in the vacation. But, on the whole, the idea of a university education to many was just a dream. In some quarters the only means of progress was via the correspondence course and one often had to meet the old argument of practice *versus* theory, used as a thinly disguised attack against the products of the university. So, in the small towns, the only university alumni encountered were the lawyers, the doctors and dentists, the teachers and the parsons, in short, the professional men and women, and these were expected to maintain a level of culture whose standard was reflected by the weekly outpourings of the local press.

## Religious Organizations

In these small isolated communities the religious organizations play a very active part. During the long vacation they throw open their schoolrooms to the children of all denominations and arrange for volunteers to provide all kinds of arts and craft which will keep the children occupied. Adults and senior children attend by rota and the mothers are assured that their children are in safe keeping and engaged in useful tasks. Here and there the religious problem is in evidence, but this is eased in cases where the foreign element insist upon segregating themselves in exclusive sectors of the town. If they are in sufficient numbers, they may pay their taxes to their own School Board, but if they have to seek accommodation in the town schools then they are expected to make the requisite apportionment.

## Making the Grade

Whenever a school is in session, the Union Jack is seen to be proudly displayed from the highest point of the building. It was interesting to hear that special classes

were being held in the vacation to enable those who had failed the grade examination to have another chance of sitting. A great deal of fuss is made in some quarters about the incidence of the 11 plus examination, but what would the people of this country feel about a system which demands an examination each year or a second or third spell in the same class? The Canadian parent who has a child capable of reaching XIIth grade, knows that this child is worthy of a further investment and he meets the expenditure with a light heart. The remainder of the children, who fall at the hurdles, are considered to have eliminated themselves.

#### The County Fair

Cinema goers have often been amused at the stories written around County or State Fairs. The State Fair—held at Regina, in early August, enabled the visitor to glean some idea of the industries and pursuits of the Saskatchewan people. The school exhibit was of a very high standard, especially the section dealing with arts and crafts. The judges in the twelve-year-old Science Notes class might have been a little more meticulous in their examination of the notebooks. The winner in this class had the honour of spelling barometer in three different ways.

#### Equality

The wearing apparel of the scholars showed clearly the tendency to imitate the schools of the U.S.A. Many of the border people visit the States, where school materials and clothes are much cheaper than in their own stores. There is also a notable desire on the part of the girls to imitate the boys in games and in attire. Hair cut short, highly decorative blazers and slacks, it is sometimes hard to distinguish the sexes, and the girls' base ball games (soft ball) are quite as popular and as strenuous as the men's of the same class.

#### Conclusion

One must admire the Canadians for the manner in which they have overcome the extremes of climate and adapted themselves to conditions. The farmer has to encounter his pests, his hail, wind and rain storms, his grasshoppers and gophers, hawks and starlings, his rust, mosquitoes, black flies, coyotes, rabbits and dust, and a host of other things. He is wealthy in the morning and struggling in the afternoon. He has a good crop and cannot move it, he cuts it and it sprouts. Yet he survives and lives to grow another crop another day and hopes for the best. Truly a wonderful race.

### Boarding Schools for Handicapped Children

Over £900,000 will be spent this year on running London's special schools, while another £360,000 has been earmarked for building new special schools or for adapting existing properties. Nearly 10,000 of the county's 380,000 school children are so handicapped as to need special provision for their education—children who are physically handicapped, blind, deaf, maladjusted or educationally sub-normal. A new booklet has been published by the L.C.C. entitled "New Boarding Schools for London's Handicapped Children," which tells the story of the needs and problems of these children and of the sympathetic attention paid to them.

The scope of the book is, in fact, wider than that suggested by its title. It deals in brief with the growth of special education in London, from the first resolution of the London School Board, in 1872, on blind and deaf children to the recent purchase of Staplefield Place, a millionaire's home now adapted for physically handicapped girls. The different types of handicap, and their frequency, are then discussed. After referring to the sixty-three day special schools and the various hospital schools now established in London, the story turns to its main theme of boarding schools—both the old established ones like Grafham

Grange, and the new schools such as Dromenagh, at Iwer Heath, with its beautiful gardens and woodlands; North Lodge, at Wimbledon Park, designed by Sir Edward Lutyens and used for blind children; and Bradstow, surrounded by ten acres of playing fields and open space, yet only a few minutes from the sea. The book concludes with an examination of the needs of handicapped children and the advantages offered for some in need of special care by a boarding school environment. The results, it is claimed, are seen in part by the very high percentage of handicapped children who to-day obtain and keep work of value to the community and of interest and profit to themselves.

The book, printed on art paper, contains thirty-two pages of which twelve are devoted to photographs of the boarding schools and of the children at work and play. An attractive cover has been designed by Mr. A. C. Pilkington, a master at one of these schools.

### Central Advisory Council for Wales

The Minister of Education has appointed Mr. Alun Oldfield Davies, Welsh Regional Director of the B.B.C., to succeed Professor R. I. Aaron as Chairman of the Central Advisory Council for Education (Wales). The appointment will be for three years and will take effect from 1st December, 1951. Professor Aaron, who is the Professor of Philosophy of the University College of Wales, Aberystwyth, succeeded Mr. D. Emrys Evans, Principal of the University College of North Wales, Bangor, as Chairman of the Council in 1946.

The Central Advisory Council (Wales) has presented two reports to the Minister, namely, "The Future of Secondary Education in Wales," and "The County College in Wales." A third report on "Bilingualism in Welsh Education," will be submitted shortly.

The Minister has appointed Mr. R. W. Evans, H.M.I., to succeed Mr. E. G. Lewis, H.M.I., as Secretary of the Council.

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No. 3316

NOVEMBER, 1951

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## Month by Month

## Ave atque Vale.

It was not until early this month that the appointment of Miss Florence Horsburgh, M.P. for the Moss Side Division of Manchester, as Minister of Education, was announced. Miss Horsburgh's appointment is notable for several reasons. She is the only woman member of the administration and also the first woman to reach Cabinet rank in a Conservative Government. As Parliamentary Secretary to the Ministry of Health during the difficult years of the last war, Miss Horsburgh earned for herself a high Parliamentary reputation. We can assure her of a sincere and hearty welcome to her new post by all who are engaged in the national system of education and by those too who have to administer it. Miss Horsburgh succeeds a Minister who was and is held, not only in respect and admiration, but in affection by all who know him. Mr. Tomlinson was conspicuously successful as Minister by virtue of his great personal qualities and manifest ability. It is good to know that he is still a member of the House of Commons. It is unfortunate that the same cannot be said of Mr. Hardman, for he was unsuccessful in the Parliamentary contest and for the time being must remain outside the legislature. Mr. Hardman will be sadly missed, particularly in the sphere of educational administration. To him too should be tendered the good wishes and thanks of those whose cause he served so well.

The new appointment is notable for other reasons than those mentioned above. Mr. Tomlinson, as Minister of Education, was a member of the Cabinet. Miss Horsburgh will not be a Cabinet Minister. She has had conferred on her the novel honour of "Cabinet Rank," whatever that may be. It is difficult to know what purpose is served by that empty honour. It will not serve to obscure the fact that the whole service of education has been down-graded. Such action suggests, rightly, or wrongly, that the new Government does not hold the educational service in very high esteem. The amazingly long delay in making the appointment will but serve to confirm that opinion. It is to be hoped the Government will do all that is possible, by actions and not by words or "honours," to remove the unfortunate impression created by its own recent actions.

\* \* \*

## Ministers' Salaries.

As a spectacular gesture, there may be some value in the decision of the new administration that the salaries of Cabinet Ministers shall be temporarily reduced. Cabinet Ministers and, indeed, all Members of Parliament have received increases in remuneration—salaries and other emoluments—which are more than some salaried workers have obtained. There is, however, a danger that unthinking persons may see, without knowing its falsity, an analogy between the reductions referred to and the old and unjust device of a "salary cut." This must be mentioned because the press is already talking about a new economy committee and another "Geddes Axe." A reduction in salaries, even if it could be effected with fairness, would hit those most who have received the least in the way of increases since the war. During the election, Mr. Gaitskell stated that "the average wage has gone up two-and-a-half to

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three times," since the war. Government may, of course, contemplate a general attack on wages. This, however, is to say the least of it, unlikely. In no public service have salaries risen "two-and-a-half to three times" since the war. Teachers' salaries have just been stabilized for a period of three years at figures regarded by the profession as inadequate. The salaries of persons engaged in administrative, inspectorial and similar duties are not yet governed by any nationally enforced agreement. Some authorities still repudiate unilaterally the agreements entered into on their behalf. A percentage reduction, however, fantastic at the present time, is at best possible in theory where a national scale prevails. Where, however, a school dentist may receive 50 per cent. more in one area than in another where one authority honours and another rejects the Soulsbury award, where one authority has just increased and another comparable authority just refused to increase, a chief officer's salary, every case would call for separate and individual consideration. National scales are an essential pre-requisite to national cuts. It may be, however, that the Government action does not mean any attack on the living standards even of salaried workers. Under the new arrangements no Cabinet Minister will, in fact, suffer any reduction in salary at all, as none was a Cabinet Minister at the old salaries. Even an appointment at £4,000 plus untaxed expenses is a considerable financial increase over the M.P.'s salary until recently received by all the Ministers concerned.

\* \* \* \*

On 27th October *The Times*, in its Election **Teachers in Parliament.** Supplement, gave a wealth of information about all the members of the House of Commons. There will, as usual, be many members who are working or have worked in the field of education, as members of local education authorities, as members of governing bodies of one kind or another, as professors or lecturers in university education, as tutors in adult education and as teachers in secondary or primary schools. The last is the most clearly defined group, consisting as it does of what are commonly called "schoolmasters" or "school teachers." There is something to be said for the view, expressed in the controversy regarding university representation, that the university don is somewhat remote from the social and economic realities of life as it must be lived by the mass of the people. Such a thing cannot be said of "school-teachers." The political opinions of this group of educationists is for that reason of the greatest importance. So far as published information goes, there are some twenty-two new Members of Parliament who were at the time of the General Election or who until recently had been teachers in primary or secondary schools of one kind or another. *Every one of these twenty-two teachers belongs to the same political party.* This is a very disturbing fact, which calls for really thoughtful consideration. The past thirty or forty years of European history have given evidence again and again of the grave dangers which can result from teachers and even students allying themselves as a body with one political party or giving mass support to some highly contentious political movement. It is essential to the freedom and health of English education if it is to play its proper part in the development of British democracy, that it should not ally itself, or appear to ally itself, with any one political party or profess

one political creed. This is a matter to which all the teachers organizations might well give early and serious attention.

"ONLOOKER" has done a valuable service in drawing attention in his *Teachers' Statutory Instruments*. World, commentary, a matter of real constitutional significance. New Building Regulations—Statutory Instruments, 1951, No. 1753, Education, England and Wales; The Standards for School Premises Regulations, 1951—came into operation on 12th October. At any rate the Instrument gives that as the date for their "coming into operation." "Onlooker," however, wonders if these regulations have been legally made. According to the page 1 of these Grant Regulations No. 2, they were "made" on 28th September and "laid before Parliament" on 2nd October. Parliament was not in session on 28th September, nor thereafter until 4th October, when members met solely for the formal business of prorogation. On 5th October, Parliament was dissolved. The instrument could not, therefore, have been "laid before Parliament," after that date until the opening of the new Parliament. "At most," writes "Onlooker," "this statutory instrument was before Parliament for three days" only. It might be mentioned too that the same fault lies with the Schools Grant Regulations, 1951. These were made on 28th September, laid before Parliament on 1st October, and came into operation on 15th October. The position is, in fact, more remarkable in this case, as there was an error in Article 47 of these Regulations which was not discovered in Parliament. The Ministry has con-

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sequently issued The Schools Grant Amending Regulations No. 1, 1951. These were "made" on 29th October, and the date of their "coming into operation" is given as 8th November, notwithstanding the printed statement made on the former date that they have yet "to be laid before Parliament." These are, in fact, not Amending Regulations at all, but merely Draft Amending Regulations, received by local education authorities only as recently as 2nd November. It is difficult to see how they can legally come into operation within a week of publication!

#### Child Guidance.

REFERENCE was made, last month, to the Education (Scotland) Act, 1945, where in a matter of administrative importance it differs from the English Education Act, 1944. At a time when much thought is being given to the ascertainment and treatment of educationally sub-normal pupils and of maladjusted pupils, it may be useful again to look at the Scottish Act, and to compare it with our own. The English Education Act does not mention Child Guidance. The Scottish Act, Section 6, says: "It shall be lawful for an education authority to provide a child guidance service in child guidance clinics or elsewhere." This is merely permissive. It enables, but does not require, an education authority to make such provision. It has been officially stated that the English Act, though silent on the subject, does, in fact, by regulations made thereunder, require and not merely allow a local education authority to establish such a service. The statutory definition of a child guidance service, by specifying its functions, is of interest according to Section 6:

"The function of the [Child Guidance] service shall be to study handicapped and difficult children, to give advice to parents and teachers as to appropriate methods of education and training and in suitable cases to provide special educational treatment for such children in child guidance clinics."

The service is thus defined as an essentially educational one, which is in line with the English Ministry of Education pronouncements. The term "handicapped children" is defined in Section 40 of the Scottish Act as applying to children who either "require special educational treatment" or "are suffering from a disability of mind of such a nature or to such an extent as to make them incapable of receiving education at school, or as to make it inexpedient that they should be educated in association with other children either in their own interests or in those of other children." The authority's duty to ascertain what children are "handicapped" relates only to "children . . . who have attained the age of five years." If, however, a parent of a younger child asks for the child to be examined, "the authority shall comply with the request unless, in their opinion, the request is unreasonable."

**Newnes Educational Publishing Co., Ltd.**, announce the appointment of their first schools representative, Mr. Alan T. Hale. Mr. Hale is a fully qualified teacher and brings to his job a first-hand personal knowledge of the application of textbooks in the classroom.

**At a Meeting of the Council** of the Union of Lancashire and Cheshire Institutes, held in Manchester, Sir James E. Myers, O.B.E., J.P., D.Sc., A.R.I.C. (Manchester), was elected Chairman for the ensuing year, and Mr. Richardson Peele, M.A. (Chester), Vice-Chairman.

## Television for Schools Planned

### SPECIAL SUB-COMMITTEE SET UP UNDER SCHOOL BROADCASTING COUNCIL

#### Experiments to commence next Summer

Television now is undoubtedly in the public eye the most striking development of broadcasting. It may not be very long before a television set is as usual a part of household furniture everywhere as the sound radio set is to-day.

In these circumstances, it is natural to ask whether television has, like sound broadcasting, a contribution to make to the work of schools.

The School Broadcasting Council and the British Broadcasting Corporation have already been concerned with this question for some time. In 1947 they agreed that, since television was a development of sound broadcasting, television for schools should be developed side by side with sound broadcasting as part of the Council's work; that the educational aspects of the new medium should be studied, and that joint experiments in which both the Council and the B.B.C. would take part would begin as soon as practicable. They also agreed, however, that two essential conditions for the starting of school television were that the television service should cover a much wider area than it did at that time and that all children in a class should be enabled to see the televised image without strain.

The position to-day is that the B.B.C. hopes that the television service will have a national coverage by the Autumn of 1952. Though we do not yet know the ideal solution to the technical problem in the classroom, we are sure that the scientists will find one if the manufacturers are given an incentive to produce school sets.

The moment seems, therefore, to have come when the joint experiments might usefully be initiated, and the Council has set up a Sub-Committee to act for it in this and to study general implications of the whole subject. This Sub-Committee have held their first meeting under the chairmanship of Mr. J. L. Longland, Director of Education for Derbyshire. They foresee that their work is likely to take them not less than two years to complete, after which, if they report favourably, even in the best circumstances a further year would be needed before the B.B.C. could provide the programmes and schools could be ready to receive them. Thus, the earliest date at which a television service for schools might start would be the Autumn of 1954. It should be emphasized here that, apart from the time needed for proper study of the educational and other problems of such an important development, the B.B.C. could not have the necessary studios or staff available much before that date.

The problems for study, as we see them, are threefold. First, the educational problem: what contribution has television to offer to the schools? Secondly, the technical problem of designing equipment with which schools could receive the programmes. Thirdly, the economic problem of what the schools will be able to afford.

The educational possibilities of television for schools may be very great. The power to broadcast visible images as well as sound may well bring into the orbits of both broadcasting and existing visual education much that neither could attempt before. Outside the range of sound broadcasting, for instance, television can show children what things look like or how they are done.

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Outside the range of films it can present these things happening at the moment and shown by people on the spot at the moment instead of being already past history. Children viewing can see as well as hear craftsmen at work, can watch scientific experiments that could not be described to them in words alone. News-reels and "documentaries" can be presented by "live" commentators in terms of this moment instead of last week, month or year. Film, of course, is used a good deal in television technique, and a further possible use of television might be as a means of distributing educational films and a stimulus to the production and use of these and of other visual aids. In the main, however, it seems likely to stand or fall by the contribution which it can make "in its own right" as a new medium which will be different from that either of sound broadcasting or of films, and in which it will not enter into competition with them or they with it. As far as can be judged at present each of the three would seem to have its own quite separate field of usefulness. None of them seems likely to replace the others for any good educational reason or at any foreseeable date.

School subjects that seem likely to benefit most from television are those concerned with aesthetic appreciation, visual demonstration or an understanding of the modern world, especially where these things need to be made immediate and personal. Art, Craft, Science, Geography, Social Studies and Current Affairs might all be helped by it—anything in fact which children may learn by using their eyes, or which may train them to use their eyes. In all these things television, like sound broad-

casts and films, may help the teacher greatly to increase his scope.

One thing school television is certain not to do is to make good teachers unnecessary. It is for the teachers to say whether or how they will use it in their schools. It can only flourish with their active support, and the B.B.C. hope to enlist this from the beginning in the proposed experiments.

These experiments are being planned at present in two parts. The first is a preliminary or "pilot" experiment designed chiefly to study ways of presenting educational material to children and the most appropriate techniques for this purpose. This experiment it is hoped to carry out next Summer term, when it is planned to transmit special programmes by short wave to a few conveniently placed schools which will be specially equipped to receive them. On the results of this preliminary experiment will largely depend the second or "main" experiment which it is hoped to carry out about a year later, if it becomes possible by then to transmit programmes on the public wavelength to a substantial number of schools scattered throughout the United Kingdom. This "main" experiment, intended to test the possibilities of a service by giving schools a foretaste of one, seems to call for specially designed receiving equipment, and clearly it will only be possible with the active co-operation of the local education authorities and the radio industry.

The technical and economic problems are certainly greater than in sound radio. In schools a whole class will need to view together without strain and, of course, this means that more people will be viewing together than in the ordinary domestic situation. But the schools will need definition no less clear than that given by the domestic set. Most of the larger schools which use school broadcasts have a single receiving set with extensions to several classrooms into which loudspeakers can be plugged. If school television is to develop on the same scale, something comparable in terms of viewing may be necessary. At present such an extension of a television set costs some 60 per cent. of the cost of a complete receiver. This fact, and higher maintenance costs, are likely to make television an expensive medium for schools, even if larger scale production reduces the price of sets.

The B.B.C. are making their contribution by providing the experimental programmes. The Council, as the spokesman of the educational world, is a full partner in the experiments. It is hoped these experiments will clarify what television may be worth to the schools and help local education authorities to decide how far they can afford it.

**The L.C.C. have appointed** Mr. W. F. Houghton, M.A., as Deputy Education Officer, to fill the vacancy caused by the recent promotion of Mr. John Brown to be the Council's Education Officer. Mr. Houghton, who is forty-one years of age, is at present Deputy Education Officer to the Birmingham Corporation. He graduated at Cambridge, where he obtained first class honours in his History Tripos. He taught in Belfast and at Wirral Grammar School before taking up an appointment as Assistant to the Secretary for Education of the East Suffolk County Council. In 1938 he became Deputy Director of Education to the West Sussex County Council and from 1941 to 1947 was Chief Education Officer at Darlington. Mr. Houghton served as officer in the Home Guard from 1940 to the end of 1944.

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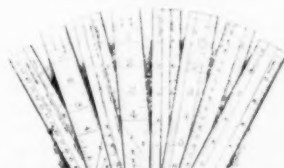
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## Recruitment into Industry from Welsh Grammar Schools

The problem of recruitment into industry from Welsh Grammar Schools was discussed at a recent conference held at Shrewsbury. Sir Ben Bowen Thomas, Permanent Secretary, Welsh Department, Ministry of Education, presided over the conference which was attended by representatives from the Industrial Association for Wales and Monmouthshire, the Welsh Board of Industry, the Welsh Joint Education Committee, the Welsh Association of Chief Education Officers, the Welsh Secondary Schools Association, the North and South Wales Electricity Boards, the Wales Gas Board, the National Coal Board (Western Region), the Welsh Advisory Committee on Youth Employment and the Ministry of Labour and National Service, and the Welsh Department, Ministry of Education.

The conference discussed the fact that for nearly sixty years most of the best pupils of Welsh Grammar Schools had entered the black-coated professions, at first as preachers and teachers, and latterly as lawyers and doctors. Since 1935, Wales had been transformed industrially; to-day there was a rich variety of industry—coal and iron, light engineering, and the public utilities—which had produced promising educational schemes. If these were to be worthwhile, industry must attract its quota of the brighter boys. It was important that a fair proportion of such students should be trained for Welsh industry. In the meanwhile, technical education in Wales was expanding and Welsh Local Education Authorities had become responsible for the Youth Employment Service. Social stability and individual satisfaction stood to profit by such a process.

It was agreed that there should be increased contact between works managers and head masters, that depart-

mental information services should be improved, and that industry should adjust its demands to meet recent and prospective changes within the grammar schools. An executive group of the conference is to meet in the near future to consider its report in detail, and to make recommendations to the various constituent bodies.

## The Radio in Education in Under-developed Countries

A world-wide survey into the problem of increasing the educative influence of radio broadcasting, especially in under-developed areas where illiteracy is wide-spread, is made in a pamphlet, "Low Cost Radio Reception," published by Unesco.

The author of "Low Cost Radio Reception," is M. Claude Mercier, Chief Engineer of Radiodiffusion Française, and a member of a number of French delegations to international radio-communications conferences from 1946 onwards.

M. Mercier points out that in some countries broadcasting is altogether unknown. It is in these countries that illiteracy is most prevalent and, consequently, where the educative influence of broadcasting might be greatest. But it is also in these countries that economic conditions are hardest, and the means for broadcast reception, therefore, difficult to acquire. For example, in Sweden and Switzerland, where both literacy and industrialization are high, the number of inhabitants per radio receiver is, respectively, 3.3 and 7.4; in areas of very extensive illiteracy and lack of industrialization there are as many as 1,000 or more inhabitants for each receiver—for instance, Burma (3,400) and India (1,490).

The pamphlet describes the various aspects of the problem of using radio to lift popular education levels in the countries which have no radio industry and which depend entirely on imports. The main object of the pamphlet is to help those countries confronted with the problem of the organization of broadcast listening. It gives a list of various solutions which would be applied in accordance with the transmission facilities at their disposal, their resources of electric power and their various local geographical and social conditions. The problems arising from the development of individual or collective listening, re-diffusion, the use of relay transmitters, and the production of low-cost standardized and simplified radio receivers are also reviewed.

M. Mercier concludes that the solution to the difficulties depends in the final instance on the action of Governments and local authorities. Only by such steps as large-scale buying and exemption from import duties will it be possible to use radio as an efficient means of popular information and education in under-developed areas.

"Low Cost Radio Reception," is one of a series of Unesco studies on the role of the radio in education.

## Course for Housecraft Teachers

A special one-day course on the Use of Gas for Domestic Purposes was arranged by the Women's Gas Federation for Birmingham Housecraft Teachers, and took place in the lecture room of the Domestic Science Central College of Technology. Miss Mann, the Housecraft Organizer for Birmingham, arranged for all the teachers to be away from their schools in order to attend.

The course opened with a lecture on "What Happens When Gas Burns," and a working model of a gas works showed all the stages in the production of gas and its by-products from the raw coal to the burning gas flame. This was followed by lectures on Space Heating, Refrigeration, Cookers and Domestic Water Heating. Judging by the questions following each lecture, the teachers were able to obtain much useful information to pass on to their pupils.

The lecturers came from the West Midlands Gas Board, and the Women's Gas Federation.

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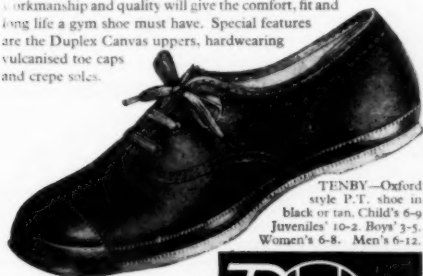
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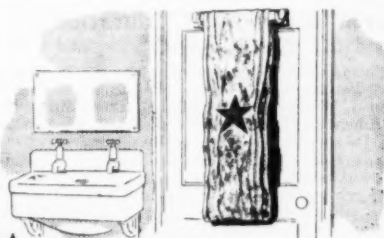


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## North of England Education Conference

The North of England Education Conference will be held next year at Blackpool from January 2nd to 5th.

Councillor J. H. Smythe, M.A., T.C.D., Chairman of the Blackpool Education Committee, will preside at the opening session on January 2nd, when the President, Mr. J. F. Wolfenden, C.B.E., M.A., Vice-Chancellor of Reading University, will deliver his presidential address.

At the morning session on January 3rd, the subject to be discussed will be "The Home," the Ven. Archdeacon C. H. Lambert, M.A., of Blackburn, will be the speaker, and the chairman Alderman Mrs. E. E. Wainwright, O.B.E., J.P. (Chairman of the West Notts. Divisional Executive). Miss Dorothy Elliott, C.B.E., J.P. (Chairman of the National Institute of Houseworkers), will open the discussion.

In the afternoon the chairman will be Councillor P. H. Edwards (Chairman of the Newcastle-on-Tyne Education Committee) and Mr. Walter Fraser Oakshott, M.A., F.S.A. (Winchester College) will speak on "The School," the discussion being opened by Miss A. C. Moore, B.A., Head Mistress of Arnold High School, Blackpool.

The theme for the first session, on January 4th, will be "Further Education," the speaker, Mr. J. F. M. Holland, M.A., of the B.B.C. Northern Advisory Council, and discussion opener, Mr. F. Bray, C.B., M.A., F.Inst.P., Under-Secretary, Ministry of Education. Alderman F. A. Gent, B.E.M., Chairman of the Derbyshire County Education Committee, will preside.

The second session will have for its subject, "The University," speaker, Sir James Duff, M.A., M.Ed., Vice-

Chancellor of Durham University. Chairman, Mr. J. G. M. Allcock, H.M.I., Ministry of Education Divisional Inspector, North-West Division, and discussion opener, Miss A. E. Skillicorn, of Homerton College, Cambridge.

The concluding session, on January 5th, will be devoted to a discussion on "Administration." Lady Simon of Wythenshawe, will preside and the speaker will be Professor W. O. Lester Smith, C.B.E., M.A., The Institute of Education, London University. The discussion will be opened by Mr. F. Barraclough, M.A., Chief Education Officer, North Riding of Yorkshire.

## Classification for National Insurance

### Leading Decisions Published

Five leading decisions by the Minister of National Insurance on classification and insurability under the National Insurance Acts are contained in a pamphlet published by the Ministry.\*

The decisions affect a variety of cases: a student chiropodist; a disabled person who worked at home making up rugs; a school meals service helper; and a student physiotherapist.

The case of the school meals service helper is as follows: A woman was employed by a local education authority as a part-time school meals helper under the conditions laid down in an agreement of June, 1948, of the National Joint Industrial Council for Local Authorities' Non-trading Services. She was employed for two hours daily on five days a week while the school was open and was paid at the rate of 1s. 8½d. an hour and was entitled, free of charge, to a mid-day meal. For the weeks in which the school was closed, she was entitled to half-pay and her free meal was not available.

The question at issue was whether, in calculating her weekly earnings for the purpose of paragraph 45 of Part III of the First Schedule to the National Insurance (Classification) Regulations, 1948 (S.I. No. 1425 of 1948), the value of the meal was to be included and, if so, whether the total earnings ordinarily amounted to 20s. a week or more.

**Decision.**—That the applicant's weekly earnings in employment by the local education authority as a school meals helper were ordinarily twenty shillings or more and she was included in the class of employed persons for the purposes of the National Insurance Act in respect of that employment. (Reference INS. 5999 200, 24th May, 1951.) (Decision M.18.)

\*Selected Decisions of the Minister on Questions of Classification and Insurability, H.M.S.O., price 4d.

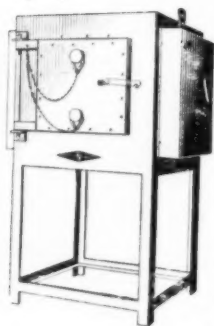
## Conference on Evolution and Education

The group of organizations interested in the teaching of biology will hold a further joint conference on "Evolution and Education," this time at the Birmingham and Midland Institute, Birmingham, on December 7th and 8th. At the opening session, when Sir Raymond Priestley will preside, Dr. Julian Huxley will deliver an address on "The Evolutionary Process." On December 8th, lecture-demonstrations will be given by Miss F. R. Elwell, on the B.B.C. broadcast series, "How Things Began," and by Miss E. M. Tuke, on "The Teaching of Evolution." Miss M. Going will speak on "Classroom Problems in Teaching Evolution," with special reference to work in grammar schools. These sessions will be followed by a general discussion, to be opened by Dr. L. M. J. Kramer, over which Mr. W. J. Heasman, H.M.I., will preside. The closing address will be delivered by Professor S. Zuckerman, speaking on "The Evolution of the Brain."

Tickets may be obtained from The British Social Biology Council, Tavistock House South, London, W.C.1.

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## National Federation of Educational Film Groups

The members of the N.C.V.A.E. Teachers' Committee have now been elected.

The National Federation of Educational Film Groups, which has been pressing for several years for the effective representation of the organized teachers' film groups at policy making level, has been keenly interested in the formation of this Teachers' Committee by the N.C.V.A.E. It will be remembered that at the Conference in June last, the National Federation fully supported the National Committee for Visual Aids in the preliminary stages of getting a first committee working. The National Federation has now enquired of the N.C.V.A.E. how soon the new Committee can actually meet to begin its task, holding strongly the belief that this should be at the earliest possible moment.

The Filmstrip Research Project, undertaken jointly by the Film Strips Publishers' Association and the National Federation of Educational Film Groups, in connection with the future development of the production of filmstrips is now well under way, and the questionnaire has been sent to all affiliated Groups. It is hoped that the co-operation of individual members of Groups will result in a representative opinion of a cross-section of filmstrip users being obtained, and that an accurate and comprehensive estimate of teachers' requirements can be made. All teachers receiving copies of the questionnaire are urged to fill them in and return them, as soon as possible, to their Group Secretary.

The Annual General Meeting of the Federation will be held on December 1st, at the College of Preceptors, Bloomsbury, London. Motions for discussion should be sent as soon as possible to the Hon. Secretary, Mr. B. E. Gillett, Colmer's Farm Secondary Modern School, Rubery, Birmingham.

## Christmas Holiday Lectures

A series of three informal lectures for boys and girls will be given during the Christmas holidays by Mr. Hugh Casson, M.A. (Cantab.), E.D.I., F.R.I.B.A., who was Director of Architecture for the Festival of Britain. The lectures will be illustrated by lantern slides and will be followed by questions and discussion. Mr. Casson has called the series:

### Putting on a Show How the South Bank Exhibition was Planned and Built

Lecture 1 will deal with the origins and development of exhibitions since 1800. How architects and engineers have used them to experiment. The Crystal Palace. The Eiffel Tower. The Wembley Stadium. The idea and first beginnings of the Festival of Britain in 1947-1948. Its aims and organization.

Lecture 2 (1945-1950).—Choosing a theme and writing the story. Finding a site and preparing the first plans. The appointment of architects and experts, the arrangement of contracts and making of estimates. Work begins on the South Bank site, July, 1949, and buildings near completion by November, 1950. New building materials and methods. How the Dome and Skylon were erected.

Lecture 3 (1950-1951).—The last few months. The arrival of exhibits and the final touches. Arrangements for sculpture and painting, fountains and furniture. The opening day and following months. The mistakes and successes. Lessons for the future.

The lectures are designed for boys and girls of thirteen years of age and upwards and it is hoped that all who can will attend each of the three talks. The lectures will be given in the Henry Jarvis Memorial Hall at the R.I.B.A. headquarters, 66, Portland Place, W.1, at 3.0 p.m., on December 31st, January 2nd, and January 4th. Tickets for the lectures may be obtained free on application to the Secretary, R.I.B.A., 66, Portland Place, London, W.1.

## Teachers' Visual Aids Committee

The National Committee for Visual Aids in Education announce the setting up of a Central Committee of Teachers' Visual Aids Groups as an advisory Committee to the National Committee.

The members of the new Committee are:

Region 1.—Mr. F. E. Farley, London Schools Film Society.

2.—Mr. A. Arkinstall, S.W. Herts. Teachers' Audio-Visual Education Association.

3.—Mr. C. J. Rhodes, Surrey Visual Aids Association.

4.—Mr. W. J. Lawrence, Portsmouth and District Society for Visual Aids in Education.

5.—Miss C. M. Evans, Teign and Dart Visual Education Group.

6.—Mr. B. E. Gillett, Birmingham Teachers' Film Society.

7.—Mr. S. T. Geary, Mid-Leicestershire Visual Aids Association.

8.—Mr. H. Hollas, Great Yarmouth Teachers' Visual Aids Group.

9.—Mr. A. Curry, M.B.E., Leeds Educational Film Group.

10.—Mr. R. Owen, Division 4 Visual Aids Study Group (Lancashire).

11.—Mr. J. J. Potts, Blyden Teachers' Film Group.

12.—Mr. E. B. Simpson, Cardiff Teachers' Visual Aids Society.

Since July 2nd the G.B. 16mm. Library has been receiving local education authority staff at Perivale, for special instruction in film repair, cleaning and general maintenance and presentation. Each aspect of training was supervised by a G.B. expert, and the demand for attendance was such that the Courses may be resumed in 1952.

## Design in Print

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## Educational Drama Association

The second course in the London Group of the Educational Drama Association's Autumn Programme, was held last month, when Mr. K. R. Scott (Head Teacher of Steward Street School, Birmingham, and Hon. Secretary of E.D.A.) lectured on "Drama for Children from 5-9 Years." Mr. Scott began by dealing with the broad view of Education and this provoked lively discussion among the teachers present at the course, one of whom announced that since his introduction to E.D.A. at the September course, he had experimented in the methods suggested, and found them to be successful, particularly with a group of backward juniors. Mr. Scott went on to suggest three stages in Drama in the junior school: Dance, Mime and Speech.

After a break for tea, practical work was taken with the students in the form of rhythmic patterns as a basis for dance; Mime exercises, and Speech activities to encourage a flow and confidence in speaking. References were made to articles in the Association's magazine, *Creative Drama*, in connection with experiments in Child Music, and the meeting closed on a note of lively controversy.

The next course will be on Saturday, 1st December, when Mr. Peter Slade, Director of E.D.A., will speak on "Drama for Children from 9-15 Years."

## Science in the Universities

The question of what British universities will have to do if they are to keep pace with the rapid strides being taken by science in the modern world is posed in "Science in the Universities," a critical review published by the Association of Scientific Workers.

This is a 39-page memorandum prepared by the Association's National Universities' Committee, and is a most up-to-date and extensive analysis of the subject for the scientist-teacher, research worker, and research student with whose condition it deals.

This report considers the developments which have taken place in the universities since 1944. Graphs and tabulated data are included in the book, and much of this information is given for the first time.

The reader can tell at a glance the teaching staffs of any university or university college in the country (broken down into appointments): the salaries of university teachers in non-medical, pre-clinical medical and clinical medical grades; the numbers of men and women students in each institution from 1938 to the last date when figures were available; and see diagrammatically displayed the numbers of full-time students as distributed by faculties, and the new registrations of students.

The book's value, however, lies in the positive contribution it makes to the future development of the universities by a well-reasoned and factually presented policy for the future. First there must be a "consolidation everywhere of the immediate post-war improvements and secondly, each university must be developed to its optimum size with perhaps the establishment of one or more new universities by the upgrading of existing university colleges."

Some of the conclusions to which the report comes are as follow:

Although there was a remarkable increase in the number of new science students in 1945-6, since then there has been a small decrease; the teaching staff, however, has not increased fast enough; more current financial assistance is required for the support of research workers and students; national scales of pay for university laboratory technicians are urgently required; more scientists are required on the staff of educational faculties and specialization by students should not begin until they have had a broad general education for the first two years of their degree course; more scientific apparatus and text-books are needed; and an extensive new permanent building scheme is required.

## Huts to Stay for 15 Years

When the scheme for providing temporary hatted accommodation (H.O.R.S.A. huts) required for the raising of the compulsory school leaving age to 15 was first announced in Circular 64, it was thought, says the Ministry of Education, that most huts would be needed for not more than about five or six years, and the design and specification of the huts, and the financial arrangements announced in Administrative Memorandum No. 108, were related to this assumed period of use.

The Minister now considers, says Administrative Memorandum No. 399, that many, if not most, huts will have to remain in use for a period of approximately 15 years. So far as can be foreseen, the resources available for educational investment will not for some years be sufficient to permit the replacement of the huts with permanent buildings, save where this can be done incidentally to the building of new schools needed mainly to house additional children coming into the schools. Since the post-war increase in the secondary school roll will not reach its peak until 1961, it is likely that many huts will be needed for school purposes at least until 1962.

The new memorandum says the Minister recognizes that work additional to ordinary repairs and maintenance may be needed on some huts to fit them for their extended period of use and he has, therefore, decided to modify the financial arrangements announced in Circular 64 and in Administrative Memorandum No. 108, so as to assist authorities to carry out the additional work required.

Details of the new arrangements are given in the Memorandum, together with notes on maintenance.

## Films and Radio Provision in Essex

This is the fifth year of a five-year programme to provide secondary schools in Essex with sound projectors. As a measure of economy, some silent projectors have been purchased, but of such a type that they could be converted to sound if required. 131 sound and 71 silent projectors have so far been purchased. Of these 114 sound projectors are in secondary schools, the remainder, apart from five which were destroyed by fire, are used for Further Education. Eleven of the silent projectors have been used experimentally in primary schools and the schools committee are recommending that silent projectors be supplied to the larger junior schools.

At the last meeting of the education committee, a proposal was adopted to purchase during the current financial year twenty-six sound projectors for secondary schools, and thirty-two machines for primary school use. Seven projectors of a type particularly suitable for use in Further Education establishments and Teachers Courses are being purchased on the recommendation of the Further Education Committee. The cost will be nearly £8,000.

In regard to radio equipment, it has been the policy of the Committee to purchase equipment of two main types: a large set with 25 watts output adequate for any school in the County, and a small set with 4 watts output for the smaller schools. There are, however, a number of schools of intermediate size, and it was decided to purchase a number of 10 watts radio equipment for these schools. Some of these will be provided with contactor units for remote control, and will be inter-changeable in every way with the existing equipment. The cost of these will be £5,674.

**A former British Council scholar, U Kyaw Min, has been appointed Chief Education Officer of the Kachin States of Burma. U Kyaw Min came to the United Kingdom in 1948 for a year, to study the Scottish educational system at Moray House Training College, Edinburgh. He spent some time at the Edinburgh Education Offices observing local administration and later saw the system in operation in the mixed rural and industrial county of Fife.**

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## Farmers' Biggest Customer for Milk

The Ministry of Education, through the local education authorities, is the farmer's biggest customer for milk, said Sir Ben Bowen Thomas, Permanent Secretary, Welsh Department, Ministry of Education, when distributing trophies to Glamorgan farmers in Cardiff. Children in Welsh schools drink 69,000 gallons of milk a week. Those in the schools of Glamorgan cleared 19,000 gallons of the total. On the average, more English children were drinking milk than Welsh children—the difference was seen not so much in primary schools as in the secondary schools, where the consumption was falling steadily. Welsh authorities should watch this trend carefully in the interests of growing boys and girls, whose health during adolescence should be a matter of special concern.

Sir Ben said that Welsh local education authorities were not serving the countryside so well in their secondary and technical provision as they were in their primary schools. It was wrong to malign the Ministry and local education authorities as huns seeking to devour rural primary schools. During a period of great agricultural progress and economic stability in the countryside, the curricula of rural secondary modern schools should be related closely to rural life and suitable secondary technical education should be provided. The interests of country boys and girls between the ages of 15 and 18 should be maintained by releasing them for a day a week for technical and general education. Young Farmers' Clubs should be a strong influence in their lives, so that the trek to the towns might be less attractive.

## Interchange of Teachers

The British Committee for the Interchange of Teachers between the United Kingdom and the United States is now making arrangements for next year's interchange scheme.

The scheme will involve 100 United Kingdom teachers who will exchange posts for one year with American teachers. Teachers from this country will again receive a grant of £225 from the Ministry of Education, the Scottish Education Department, or the Ministry of Education for Northern Ireland. In addition, the Fulbright Commission will make a grant approximately equal to the cost of the outward and return sea passage between Southampton and New York.

Teachers wishing to apply for interchange should write to the Committee at Dartmouth House, 37, Charles Street, London, W.1. Completed application forms must reach the Committee by the end of this month.

## Speech Education

A Christmas School for Men and Women Teachers, under the direction of Marjorie Gullan, will be held in London from January 2nd to mid-day, January 5th. There will be classes in Voice and Speech, Poetry Speaking, Story-telling and Dramatic Activity for Primary Schools, and in Voice and Speech, Choral Speaking and Classroom Drama for Secondary Schools. Demonstrations of classroom work with children of both primary and secondary age-ranges will be given. Copies of the syllabus may be obtained from The Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

The Royal Sanitary Institute holds examinations in School Hygiene, including elementary physiology, for which candidates may prepare by private study. Preparation for the Certificate is a valuable training of particular interest to teachers desiring posts of special responsibility or headships. Copies of the regulations and examination syllabus may be obtained from the Secretary, Royal Sanitary Institute, 90, Buckingham Palace Road, London, S.W.1.

## BOOK NOTES

**Introduction to Economics**, by A. Cairncross—Second Edition. (Butterworth, 18s. 6d. net.)

To the great majority of those who teach economics or have passed beyond the first stages in studying the subject it is sufficient to say that a new edition of "Cairncross" is now available. To the few economics students who do not know the merits of this standard work, and to those tackling economics for the first time a word or two more may be needed. No economics textbook has ever succeeded in bringing the complexities of this science so well within the range of the beginner while at the same time leaving out no branch of economic theory merely on account of its complexity. No study of economics can be easy, but Professor Cairncross has at least succeeded in making his book intelligible. Economists, like psychologists, have so often the unhappy knack of "saying what everyone knows in language that no one can understand." This pitfall is here avoided, all technical terms which the beginner might be expected to boggle at being explained in passing.

The distinctive features of this second edition are first a much improved format, type and general readability which users of the earlier edition will welcome. A larger proportion of the space has been given to problems of policy and the influence of the state in economic life, and much new material has been added. The whole of the exposition of theory has been overhauled and brought into line with recent research and related to current conditions. A student or librarian can no longer now feel safe in relying on the earlier edition.—E.F.C.

**Second Form Latin**, by G. J. Cross, M.A. (Tower Bridge Publications; 6s. net.)

It is not easy to bring a dead language to life for boys of twelve to whom the literary treasures of the original tongue must as yet remain a closed book. In teaching a modern foreign language some sense of reality can be imported into the classroom, and there are the possibilities of holidays abroad, pen friends and the entertaining of foreign visitors speaking the language. But with Latin, all must depend on the living enthusiasm and the ingenuity of the teacher. His work is greatly assisted if he can find a bright, humane textbook which combines soundness with understanding. Mr. Cross has provided such an aid in his "Second Form Latin," a new edition of which has now appeared. Serialised ghost stories for reading-matter, crossword puzzles and "real-life" exercises help to make this carefully graded, streamlined course suitable for those teachers who seek to bring their Latin lessons into line with present-day teaching methods. Well worth inspection.—E.F.C.

**The Library in Wales and Welsh Studies**. (Welsh Department of the Ministry of Education, H.M. Stationery Office, price 3s. net.)

This pamphlet describes the facilities of the National Library at Aberystwyth and then deals with the libraries of the four constituent colleges of the University of Wales. It describes the libraries in the teacher training colleges and those of other institutions whose resources are open to teachers, and concludes with an account of the work of the municipal libraries and the county library scheme in Wales. In a foreword, Sir Ben Bowen Thomas, Permanent Secretary to the Welsh Department, states that "the pattern of library provision is one more example of the way in which our own language and culture has affected and must continue to affect every aspect of educational and cultural



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The next examination in Book-keeping, Business Methods and Organisation, Commercial Arithmetic, Economics, English, and Mechanised Book-keeping, will be held from 3rd—7th December, 1951. The Institute was incorporated in 1916, and its examination syllabus follows very closely that of the National Certificate in Commerce. Full details of Examinations and Student membership are given in the Institute's Prospectus, a copy of which can be obtained on application to the Secretary, The Institute of Book-keepers, 3, St. Helens Place, London, E.C.3.

## PUBLIC NOTICES

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needs in Wales. It was felt that a pamphlet dealing with library provision in Wales would be useful to teachers generally and to the senior pupils in secondary schools. He expresses the hope that the pamphlet will help schools and other educational institutions to make even greater use of the resources of these libraries. Some of these libraries exist to serve their own communities, but the National, municipal and county libraries serve a wider public which was not aware as it should be of its opportunities. It was an essential part of the school library service to develop this awareness. "The provision of books for school libraries is, in these days, a problem of unusual difficulty, for, in addition to the often quite inadequate grants made by local education authorities, shortage of supply is a source of constant frustration," states Sir Ben. "In Wales the problem is made more difficult still for the majority of schools by the fact that they need books in Welsh and in English. This in itself should have an important bearing on the amount of grant made by the local education authority towards the school library."

**Cavalcade of Sport**, by A. R. Moon, M.A. and J. Edmundson. (University of London Press; 5s. 6d. net.)

This is admirable. To have attempted to "bridge the gap between books which because of their subject-matter attract the young reader and books which deserve to be regarded as literature" was praiseworthy; to have succeeded is a notable achievement. Here is a supplementary English book for the pupils in all types of secondary school, for in sport the authors have found common ground on which all the Norwood Report categories can meet. Each section of the book—Rugby, mountaineering, riding, walking, flying, athletics, association football, fishing, and the rest—begins with a note setting the tone for the extract which follows. All the extracts are drawn from contemporary writing, and at the end of the book there is a generous provision of exercises which in themselves form a miniature English course. The photogravure illustrations are excellent. In schools where textbooks are lent to the pupils, few will wish to return this one at the end of the year.—E.F.C.

**Islands of Literature Series.** (1) Lone Man Island; (2) Island of Fantasy; (3) Topsy-Turvy Island; (4) Islands of Enchantment. By J. W. Marriott. (Newnes.)

The originality of this English course is beyond question. Each year's work is centred round a well-known book about people on an island—"Robinson Crusoe," "The Tempest," "The Admirable Crichton," and "Utopia." With this island book as a starting-point, the author develops topics for discussion within the grasp of pupils at each successive stage, topics touching upon the problems of man in a civilized community. The aim throughout is to provoke thought, enquiry, the questioning, exploring mind so essential to an enlightened democracy. "English lessons," Mr. Marriott tells us, "are no longer confined to grammar and the figures of rhetoric: the whole world is their parish."

There is some truth in this, and no one today would advocate a return to the arid English teaching of forty or fifty years ago. But there is a very real danger that in seeking breadth we may lose depth; that in concentrating on clothing the bare bones of the subject we may leave out the bones themselves. To express it in another fashion, if the English teacher minds the business of too many other people he is in danger of neglecting his own. The author of this series, a teacher and writer of long and distinguished experience, is doubtless aware of this danger, and in practice would make up the deficiencies of his textbook with careful instruction and the systematic correction of his pupils' exercises. Instruction in the correct use of the spoken and written language may not be the only, or even the primary function of an English Course, but it is certainly one of them.—E.F.C.

**From the French Revolution to the Present Day**—(Our Historical Heritage, Vol. III). (University of London Press; 7s. 6d. net.)

The third volume of this three year post-primary course deals with British history from the French Revolution to the war in Korea. Once again, the story of the island peoples is set against the background of world events and an admirable proportion has been maintained. Since the canvas is much broader in this later period, an episodic or "topical" treatment has been adopted rather than a strictly chronological one: that is, the elements of a single topic, such as the humanitarian awakening of the social conscience during the nineteenth century or the Eastern Question, have been dealt with completely in one chapter. There are plenty of maps and lists of dates, the exercises are thought-provoking and the illustrations adequate. A sound, reliable textbook.—E.F.C.

### Planning Less Common Types of Secondary School

A new Building Bulletin (No. 2A, New Secondary Schools—Supplement) dealing with the planning of less common types of secondary school, has just been published by the Ministry of Education.\*

The first Bulletin on this subject (No. 2) suggested the principles of secondary school planning based on current educational requirements and related to the economic difficulties of the country. Although the principles of that Bulletin were of general application, it dealt specifically only with secondary schools of the most common size and type—modern schools for between 300 and 600 pupils.

The new Bulletin applies these same principles to other sizes and types of secondary school—grammar, technical, bilateral, multilateral, and comprehensive. One of its main themes is the need to provide school accommodation which, at a reasonable cost, will be adaptable to a wide range of courses and techniques of teaching, so that successive head masters and head mistresses can have freedom to plan curricula suited to the changing needs of the pupils and of society.

This theme of flexibility, adaptability and freedom is reflected in the way in which the Bulletin presents its various recommendations. For example, in dealing with the grammar school, the Bulletin makes firm recommendations about the minimum total area of teaching accommodation needed to provide a satisfactory grammar course for any given number of pupils, and announces a formula for calculating limits of cost for new grammar schools. But within the framework of these broad recommendations, the Bulletin does not go beyond suggesting the kind and number of individual teaching rooms which should be planned. Local education authorities and others are free to accept, reject or modify these suggestions, to suit the circumstance of each locality, provided that they do not fall below the minimum total area which is recommended, or exceed the appropriate limit of cost.

The object is to give full scope to local conceptions of school planning, whether experimental or traditional, while at the same time assuring, with the minimum of detailed control from the centre, that reasonable educational standards are everywhere maintained and that schools are built at a cost which the country can afford.

\* H.M. Stationery Office, price 2s. 6d. net.

**The salary scales of principals** of the London County Council's maintained training colleges have been reviewed and new scales, which are approximately 20 per cent. higher than those previously in force, are recommended to operate from 1st April, 1951. Adjustments in the salary scales of principals of emergency training colleges (now closed) and in allowances for deputy principals are also suggested. The estimated additional cost of the proposals in the financial year 1951-52, is £2,600.

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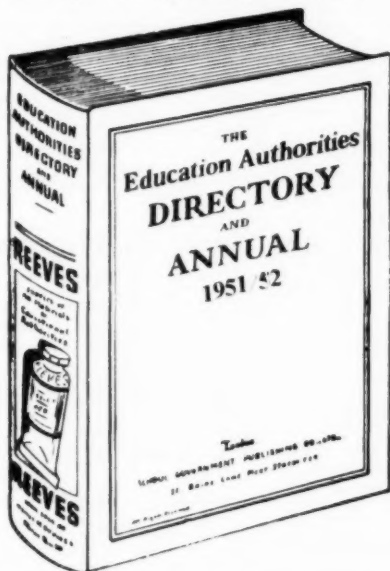
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## GRAMOPHONE REVIEW

**Haydn:** "Toy Symphony." Philharmonia Orchestra, cond. George Weldon. Columbia D.X. 1784.

This is always a delightful work. How well old Haydn's jokes wear! Was it ever played in his lifetime, one wonders, as well as it is here? But the joke is not labourous. Conductor and players sound as if they were smiling.

**Mendelssohn:** 17 Variations Sérieuses, Op. 54. Alfred Cortot. H.M.V. D.A. 7042, 3.

Composed in 1841, these Variations are, says Grove, "the most remarkable" of Mendelssohn's piano works. There is nothing here of the easy tunefulness and obvious charm of the Songs Without Words. This work is grave, dignified, taut in construction, with an almost Brahmsian grimness of mood. These records should help to dispel the still too prevalent notion that Mendelssohn was nothing but a superficial dispenser of agreeable trifles. The great French pianist treats the music with respect, and is well served by the recording engineers. Is it fancy, or can one really detect the characteristic tone of Cortot's favourite Pleyel piano?

**Wagner:** The Flying Dutchman, Spinning Chorus from Act II and Introduction and Sailor's Chorus from Act III. Vienna Philharmonic Orchestra and Vienna State Opera Chorus, cond. Herbert von Karajan. Columbia L.X. 1440.

It is strange how little promise of the later richness appeared in Wagner's early work. These choruses, especially that from Act II, sound—let the perfect Wagnerite restrain his anger!—like Gilbert and Sullivan. Yet "The Flying Dutchman" was first performed in 1843, and "Cox and Box" did not appear for another twenty-four years. The extract from Act III is not well recorded.

**Liapounov:** 12 Etudes d'exécution transcendante, Op. 11. Louis Kentner. Nos. 1 and 2 on Columbia L.X. 1428.

This is the first of a series of records. Sergius Mikhalovich Liapounov (1859-1924) composed two symphonies and two concertos in addition to piano music. What does "transcendante" mean here? Presumably, the word is applied to studies so difficult that only pianists of international reputation can tackle them. Kentner, who deals with Liszt so manfully, does not seem put out here. The studies are doubtless interesting to play.

**"Music for Movement"**—The Jacques Orchestra, cond. Dr. Reginald Jacques. H.M.V. B10125, 6, 7, 8.

These four records "have been devised in consultation with experts both in music and in movement who desire to remain anonymous." A 16-page booklet, obviously written

by, or in conjunction with, an experienced teacher, accompanies the records. Just as gymnastics of the "arms bend!" type is giving way to the "see that vaulting-horse? Go and do something with it" type, so eurhythymics, where the teacher said, "March to this music," is giving way to "movement," where the teacher says, "Listen to this music. Now move to it in the way you like best." These records have been prepared with care. The music, competently composed and orchestrated, consists of short sections, three, four, or five to a side. "Movement," like other fashions, can easily be ridiculed, but its real possibilities for many kinds of good should not be overlooked.—E. J.B.

## Natural History Study

The University of London awards a Certificate of Proficiency in Natural History, which is designed for teachers who require a certificate testifying that they have a practical working knowledge of the subject such as will be of special value in teaching it to children up to the age of fifteen years. The work involves a directed course of private reading at home, attendance at a Practical Course of four weeks' duration in the Easter and Summer vacations, an approved plan of field-work suited to the student's locality to be written up in the form of a Special Study, and examinations.

Students wishing to begin their directed course of reading may apply at any time before 30th November, 1951, for registration with a view to attending the next Practical Course, which it is hoped to hold at Flatford Mill Field Centre (Council for the Promotion of Field Studies), East Bergholt, near Colchester, during one week of the Easter vacation and three weeks of the Summer vacation in 1952.

The work for the Certificate has been found particularly valuable by those Emergency training teachers whose special interest lies in the study of living things.

Copies of the regulations and further information may be obtained from the Director of the Department of Extra-Mural Studies, University of London, Senate House, London, W.C.1.

## London School Symphony Orchestra

During the Easter and Summer school holidays very successful courses for secondary school pupils in orchestral music were conducted by Dr. Leslie Russell, the London County Council's senior inspector of music, ending with the performance at the Royal Academy of Music of a concert by a complete orchestra of 136 players.

The Sub-Committee express the hope that this experiment can lead to the formation of a London Schools Symphony Orchestra. With that object, a third course will be held in the Christmas holidays, when the rehearsals will be directed to the climax of a concert to be given at the Royal Festival Hall early next January.

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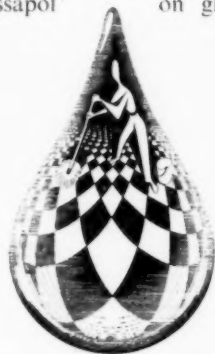
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